

**COMMUNICATIONS STRATEGY AND ACTIVITIES FOR THE
MADAGASCAR LANDSCAPE DEVELOPMENT INTERVENTIONS PROGRAM**

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Glossary of Terms and Acronyms

AGERAS	Appui à la Gestion Régionalisée et à l'Approche Spatiale
AGEX	Implementing Agencies (Agences d'Exécution)
ANAE	Associations Nationales d'Actions Environnementales
ANGAP	Agence Nationale pour la Gestion des Aires Protégées
CAB	Community Action Base
BRF	Bois Raméaux Fragmentés
CAP	Commercial Agricultural Promotion
CCEE	Centre Culturel et Educatif à l'Environnement
CJPM	Comité Jean Pain de Madagascar
CI	Conservation International
CIFAD	Cornell Institute for Food and Agricultural Development
DEF	Department des Eaux et Forêts
EASTA	Ecole d'Application des Sciences et Techniques Agricoles
EP2	Environmental Plan 2
ESFUME	Eco.Systèmes Forestiers à Usages Multiples
FIA	Regional Office of Fianarantsoa
GELOSE	Gestion Locale Sécurisée
GIS	Geographic Information System
ICDP	Integrated Conservation and Development Programs
ISTEE	Institut des Sciences et Techniques de l'Eau et Environnement
KAPS	Knowledge Attitudes and Practices Survey
LDI	Landscape Development Interventions
M&E	Monitoring and Evaluation
MICET	Madagascar Institute pour la Conservation des Environnements Tropicaux
MAH	Regional Office of Mahajanga
MIRAY	Consortium of PACT, CI and WWF
MOR	Regional Office of Moramanga
NGO	Non Governmental Organization
ONE	Office Nationale pour l'Environnement
PAE	Plan d'Action Environnemental
PACT	Private Agencies Collaborating Together
PRA	Participatory Rural Appraisal
RRA	Rapid Rural Appraisal
SO	Strategic Objective
SZI	Strategic Zones of Intervention
SRI	Intensive Rice Cultivations System (System Riziculture Intensif)
USAID	United States Agency for International Development
VIPP	Visualization in Participatory Programs
WWF	World Wide Fund for Nature

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Chapter I. Introduction and Framework

A. Introduction and Background

1. Expected Results of LDI Program

In an effort to simultaneously reverse the trends of environmental degradation and foster the development and conservation of natural resources, the Malagasy government, through the Office National pour l'Environnement, and with the assistance USAID, has initiated Landscape Development Interventions (LDI). An ambitious program, the LDI program is aimed at addressing agricultural extensification, a major cause of biodiversity loss. LDI seeks to achieve this aim by creating conditions for local biodiversity conservation that are the product of interventions designed to foster and develop among the program's many beneficiaries, an understanding of, and the ability to plan, how they can interact, in a sustainable manner, with their environment.

The *landscape ecology approach* adopted by the LDI program recognizes that an essential element of any effective environmental strategy is the alleviation of poverty and responsiveness to economic issues that create pressures on critical biodiversity habitats. A primary goal then of LDI is to increase rural incomes while protecting the environment. The Initial Work Plan (October, 1998 to April, 1999) states that:

“...there can be no sustainable development without effective ecosystem protection and no viable conservation without socio-economic development that will improve the well being of rural communities. The vision implies that we must find ways to help people increase their incomes in a significant way...while being more protective of the environment”.

With this view as foundation, the anticipated results of the LDI program are presented in Figure 1 below.

Figure 1. Expected Results from LDI Program



EXPECTED RESULTS

Improved Well-Being Through Increased Incomes

**New Systems
of Production**

**Environmental Protection
and Improvement**

**Rural Communities Are
Primary Beneficiaries and Actors**

The USAID Mission's Country Strategic Plan for the period 1998-2002 (EP2) situates the LDI program under Strategic Objective #3 which is aimed at conserving biologically diverse ecosystems in Priority Conservation Zones (PCZs) of Madagascar through improved natural resources management. LDI is the main vehicle through which USAID Madagascar plans to implement its IR2 - Intermediate Result for Improved Management of Natural Resources in the Broader Landscape. The IR2 is one of two intermediate results under the Missions's RP1 - Results Package on the Landscape Ecology Approach which itself falls under SO3 - Biologically-Diverse Ecosystems Conserved in Priority Conservation Zones.

2. Program's Strategic Framework

LDI will undertake a series of landscape development activities designed to:

- ◆ Reduce agricultural extensification, a major cause of biodiversity loss
- ◆ Create conditions and incentives for biodiversity conservation.

LDI program activities will build upon the integrated conservation and development project activities funded by USAID by building new, as well as utilizing existing, linkages with technical service delivery organizations, communities, government and the private sector.

Another facet of the LDI program is its embrace of the *eco-regional approach* to land management as a means of preserving biodiversity. The eco-regional approach is based on an examinations of the entire ecological system - forest, agricultural fields, protected areas, and grazing lands - and the impacts that human and human-induced activities have upon the ecosystem. In implementing the eco-regional



approach LDI will work with many players who operate at multiple levels of the regional stage, while maintaining a clear focus on the resource users and rural communities that are impacting the natural environment.

With the eco-regional approach, LDI's diverse set of activities will be channeled through a wide array of entities who will play different roles. This wide array of partners can be categorized into three groups who, with their potential roles, are shown below in Figure 2.

Figure 2. LDI Program Partners and Their Roles

Implementing Partners	Institutions	Private Sector
<u><i>SUPPORT PROVIDERS</i></u> <ul style="list-style-type: none"> • information and contacts • technical support • socio-cultural support 	<u><i>REGULATORS</i></u> <ul style="list-style-type: none"> • operating framework • legislation • policy support 	<u><i>CATALYSTS</i></u> <ul style="list-style-type: none"> • economic boosters • promote markets • make profits • reinvest benefits

B. LDI Communications Framework

The LDI communications strategy plays an important role in project implementation and will contribute significantly towards achieving program goals. The communications activities within the program will take many different forms (interpersonal, mass, participatory), and develop and deliver a variety of messages through diverse modes of media. Some messages will be general in nature, (e.g. concepts in conservation and development), while others will be very specific, (e.g. specific steps in the intensive rice cultivation -SRI). LDI audiences will be varied -- policy makers in institutions, business people, resource users, and implementing partners -- and will operate at several levels - local, regional and national.

The following section presents the program's overall communications framework rationale and structure, its primary themes, and describes the program's audiences in greater detail. In Chapter III, entitled *Implementing Communications Activities*, more detail is provided on the methodologies and modes of media that will be used to deliver messages to LDI audiences.

Throughout the report numerous communications recommendations are made. These recommendations range from the general to the highly specific. Text featuring a checked box next to it, such as the one to the right of this paragraph, indicates that it is a recommendation.



1. Communications Themes

LDI is a complex, multidimensional program that works with target groups at many different levels and delivers a variety of messages based on core themes that act somewhat like corporate mission statements as they provide a context and orientation to the program and its objectives. LDI communications themes are presented in Figure 3, shown below. Some themes are woven into LDI reports, presentations made by Regional Directors and staff, discussions with USAID, partners and others, while others will be included as part of selected technical messages. It is important that LDI staff persistently and consistently communicate these themes its audiences so that they gain a clear understanding of the underlying rationale for the program.

Figure 3. LDI Program Themes



LDI attempts to strike a balance between human prosperity and ecological consciousness

“reverses the trends of environmental degradation and fosters the development and conservation of natural resources”

“calls for citizens involvement in everyday responsible environmental actions by providing needed information to farmers and resource users to help them shift to more intensive production systems and less destructive practices”

LDI contributes to the objectives of the Second Environmental Plan (PE II)

LDI provides the alternative to less sustainable production systems by introducing improved systems of production and granting technical support, financial assistance and marketing

“achieves the alternative to human poverty and environmental degradation”

2. Audiences

The LDI Program has two intermediate audiences and one ultimate audience. The intermediate audiences consist of the implementing partners, institutional decision- and policy-makers and private sector business people. The program's ultimate audience is composed of the farmers and resource users living in the SZIs.

a. Institutions

The institutional policy and decision-making audience includes government agencies such as ONE, ANGAP, AGERAS, DEF, as well as education and training institutions. Additionally, many agencies which impact the private sector will be a part of this intermediate audience.

Policy maker decisions and legislative changes have tremendous potential for changing the way the environment is used. For example, implementation of the GELOSE law is likely to have significant long-term impacts on land tenure in Madagascar. The essence of this legislation focuses on communities, rather than the government, as having primary responsibility for managing their lands. This shift in who takes on primary stewardship of land tenure represents a fundamental change in the way people have viewed land heretofore.

A quote from Dermott McHugh, LDI's Team Leader for the Mahajanga Region, shows how complicated tenure issues can be.

"I just returned from a five-day RRA in one of our zones (SZI) above Madirokely in the Marovoay Plain. Failure to act earlier on keeping people out of the forest followed by attempts at redefining the boundaries of the park to legitimize immigrants settled in the past 10 years has created friction with the village in which we conducted the RRA and one which was on the park's original border. Now they see themselves as law-abiding citizens watching illegal settlers in the park, who are availing themselves of resources that should have been theirs, and in the process of clearing the forest, accelerating the rate of silting up of their rice fields".

Policy Dialogue (A): There is a critical need for the government agencies - DEF, ANGAP and others - to develop and coordinate their policies and implementing regulations. Further, these agencies need to clearly communicate tenure issues with local communities. LDI should be at the forefront in helping establish communications processes that



create policy dialogue that not only aids resource users in becoming aware of the laws and policies that affect them, but also assures that their feedback gets back to policy makers.

Collaboration Across Ministries (B): LDI is strategically positioned to foster collaboration between sectors that operate outside of agriculture and forestry, but who, nevertheless, affect the environment. For example, the Ministry of Health and Family Planning could locate family planning clinics, running successful programs, in priority zones and thus contribute to reduction of future population pressure on the land. Another example...Experience shows that education plays a pivotal role in reducing environmental pressures. The more education farmers have, the more they use intensive farming methods that reduce pressures on the environment. Further, education provides children with skills and abilities that often lead them to livelihoods outside of farming, thereby resulting in the reduction of pressures on the environment brought about by increased demands for land. LDI can work with the Ministry of Education to increase both the number of schools, and the number of children attending them, in the priority zones. The synergistic impact of changes generated through reductions in family size and increases in educational attainment can help significantly reduce pressures on the land.



Farmer-Counselors (C): The Ministry of Health has established a successful model for spreading new technologies in rural areas that LDI and its implementing partners should seriously consider emulating. In each village, there is a Health Assistant, a volunteer, who is a resident of the village. The Health assistant is trained in giving simple messages and to demonstrate simple techniques such as oral rehydration therapy (ORT). LDI partners could adopt/adapt this approach and identify a volunteer Farmer-Counselor as a village-based information resource. Farmer-Counselors can receive training and be supplied with materials, packets of seed, demonstration materials, etc. Farmer-Counselors will need to be respected persons, and one who is available to help others. There should be at least two trained volunteers in each village, so that one is available as a backup. At least one of the Farmer-Counselors should be a woman. This is especially important in areas where improved practices are carried out by women (e.g. improved rice transplanting techniques, care of calves, etc.)



b. Implementing Partners

The implementing partners are a special group of stakeholders for LDI. They will be LDI's principal contact points with farmers and resource users in the SZIs. Representing a variety of organizations -- community and farmers associations,

agricultural extension agents, health assistants, teachers and schools -- the implementing partners constitute key conduits for LDI's messages. The most important communications skills for the implementing partners will be to develop skills in adult education and public speaking. There are also several NGOs working directly with resource users, including Tefy Saina, SAF-FJKM, MICET, who will participate as implementing partners for many LDI activities. In a later section of this report, specific recommendations for improving these skills of the NGOs and implementing partners are presented.

As an important audience for LDI messages, the implementing partners should be included in at least two of the program's communications activities. First, implementing partners should actively participate in the dialoging process with policy makers. Second, it will be important for the implementing partners to increase their understanding of, and capacity to deliver, adult education and its best practices and techniques; enhance their presentation skills; and develop their ability to work with communities in the effective use of radio broadcasting. Specific recommendations for building these capacities among implementing partners is presented later in this chapter.



c. Private Sector

In the past, private sector business people in Madagascar have not had much contact with the environment and conservation groups and are not familiar with their issues and concerns. In order to increase their understanding of the environment, business people need to have more opportunities to meet with conservation groups and policy-makers with institutions that have responsibility for environment. This report contains several recommendations to foster dialogue between stakeholders.



Dialogue With Private Sector (D): One of the successes of the CAP project, and an important change in Madagascar in recent years, is an improved climate for private sector operations. It is now recognized that an entrepreneurial spirit is a vital part of the development process. Environmental and conservation groups have traditionally worked apart from the private sector -- quite often working at different purposes and speaking different languages. Consequently, private sector business people are an important audience for LDI messages. In addition to maintaining its relationships with the private sector, LDI should bring more of these new actors onto the development and conservation stage by including business people in LDI-supported activities such as workshops and conferences, radio shows, and front line implementation activities.

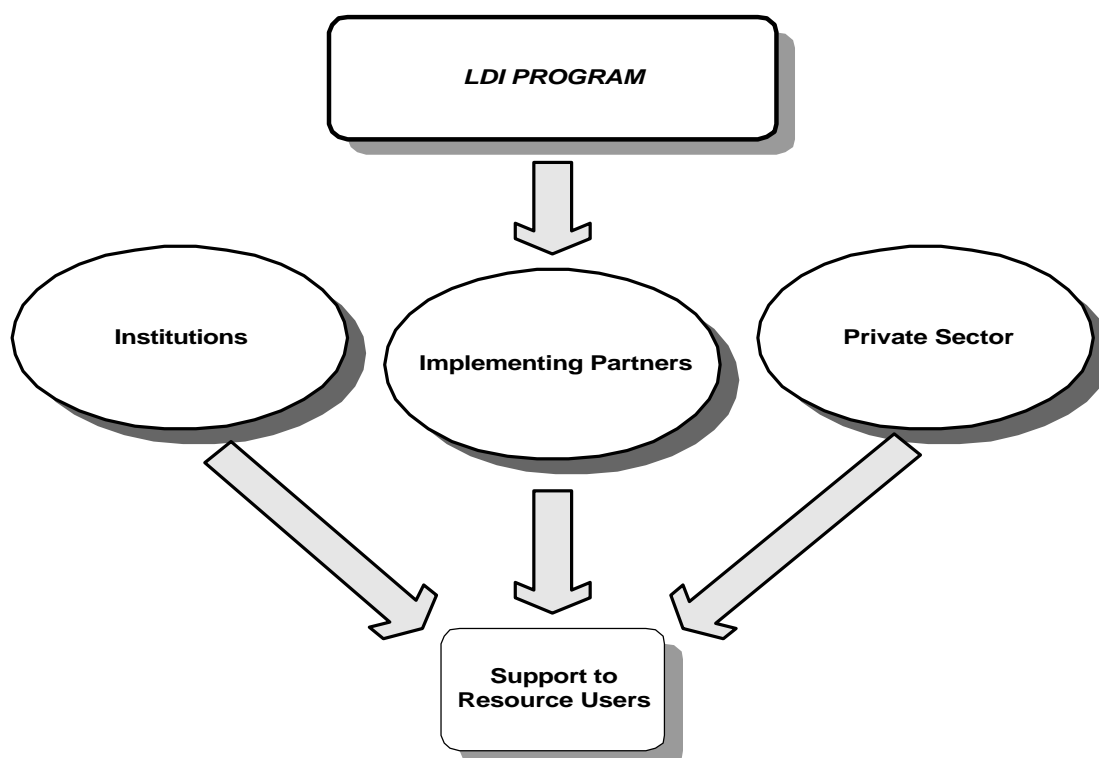


Chapter II. Communications Strategy

The first part of LDI's main communications goal is to develop messages and provide relevant information to stakeholders - households, enterprises, farmers and resource users, private sector businesses, government institutions, schools and NGOs - so that they understand how they benefit from sustainable agriculture and biodiversity conservation. The second part of the communications goal is to find ways to appeal to and motivate these stakeholders to change their behavior and adopt improved practices and technologies that conserve biodiversity and increase their income from agriculture and other natural resource use activities.

Figure 4 is a schematic of selected groups that affect farmers and other resource users. This simple schematic cannot possibly represent the complex milieu faced by farmers and resource users and the many groups with which they interact. However, for the purposes of this report, we have divided the interacting and influencing entities into three groups: private sector, implementing partners, and institutions (mainly policy and regulatory agencies). These are the main groups through which LDI will act to provide support for biodiversity conservation, increased income generation in SZIs, agricultural intensification and improved forest and grazing land management.

Figure 4. Selected Groups Influencing Resource Users



The schematic represents only a few of the potential relationships and basic flow of support and information, and it is readily recognized that there many complexities that are not represented. There need to be feedback loops between resources users and the various groups supporting them. Also, some of the groups' functions may be combined or coordinated. For example, the private sector may provide support to resource users, or they may coordinate and handle it through an NGO, or changes in government policies may affect the actions of buyers which in turn affects farmers.

It is through the lens of agricultural intensification that the activities of LDI should be viewed. Likewise the communications messages and behavior changes should focus on supporting the efforts of resource users to intensify their land use and management such that they can meet their household needs while at the same time averting further degradation of their current lands and reducing the rapid pace of forest destruction. However, because LDI takes an eco-regional systems approach towards program implementation, helping farmers to intensify the use of their resources may include a wide variety of interventions - improving regional and local

roads, introducing new cash crops, improved production and storage practices for existing crops, changes in policies and regulations to stimulate intensification.

A key factor to LDI's success will be the design and implementation of a region-based communication strategy targeting all stakeholders. Not only will this strategy aim to provide information and support to farmers, the ultimate client group; but, LDI will work with a wide array of implementing partners, businesses and government institutions to facilitate the process of supporting resources users and land use intensification.

A. Strategy Elements

The methods used in communication on environment and natural resource issues, particularly communal resources, are somewhat different from those used in other areas of communication. Product marketing and health, to name just two areas, are able to make use of social marketing techniques that appeal to individuals and which motivate them to change behavior. This usually works because the listener (message receiver) rapidly gets a direct benefit from behavior change. A mother's use of oral rehydration therapy for a child suffering from diarrhea is an example of a direct benefit from adopting a new behavior. Where simple improved practices and technology adoption behavior changes result in direct and immediate benefits, individuals are usually strongly motivated to change. Effecting behavior changes is much more difficult when resource users realize a loss or a delay in benefits as a result of changed behavior. This is, in part, why it is so much more difficult to change resource use patterns with respect to conservation and protection. Resource users are reluctant to pay for future benefits with today's loss of benefit.

Another aspect of environmental communication is that many resource areas, particularly forests and rangelands, are commonly owned and managed. The use of such areas is usually in the hands of a group, and there is a group norm or view regarding its use. In such cases, it is usually necessary to get consensus from the group or community before a resource use change can be put into effect. Research in behavior change has shown that there is a need to reach a critical mass of people in a community before social norms change and a new behavior can be adopted. Work by Moss-Kantor shows that about 30% of the population, or more, needs to support a new idea or practice before there is a shift in group norms which allows for acceptance of system-wide changes.

1. Targeting Messages to Both Individuals and Groups

With the above-mentioned points in mind, the communications strategy recommended in this report recommends activities designed to motivate behavior changes of:

- ◆ Benefit to individuals; and
- ◆ Benefit to groups or communities

In this strategy, some messages are designed around promoting an improved practice or technology that benefits an individual. Examples include radio broadcasts and presentations on increased rice yields from SRI adoption, or increasing cash income by growing and selling geraniums for essential oil production.

Other messages aim at motivating communities or groups to change behavior. For example, encouraging a community to establish a *dina* to control burning and *tavy* production in a certain forest. These messages need to be designed such that they influence changes in the groups social norms, and the techniques used for messages which benefit individuals may not be suitable.

2. Education and Action Messages

Another element in the communications strategy recommended in this report is that activities are generally separated into two groups:

- ◆ Increase awareness and educate;
- ◆ Encourage action

The awareness and education communications activities are oriented towards increasing people's awareness and providing them with the knowledge they need to make informed decision and take action on issues. A presentation to students or a community explaining the water cycle and how forests and soils play an important role in that cycle is an example of an educational message. These messages do not call for immediate behavior change, but they help to students and adults to understand the basis for other conservation messages. Knowledge and information is particularly important in the consensus building process as they form the building blocks for reaching agreement on group and community decisions.

Examples of communications activities with an action orientation include community discussions on how to reduce or control burning in grasslands, a participatory

community theater activity promoting dialogue on how to resolve resource access issues between communities, and “how to” messages for improved practices and new technologies.

3. Operating at System and Resource Levels

The final facet of the communications strategy is that activities can be categorized as affecting groups that operate at the:

- ◆ System level; or
- ◆ Resource level

Some communications activities are targeted at the private sector and institutional audiences, and the messages to these audiences are oriented towards changing the system in which resource users operate. Examples of system-wide changes include the recently-passed GELOSE legislation, or building roads that open a region to new income generating activities and a different economic structure. Changes at the resource level would include controlling cutting for *tavy* production or adopting SRI production techniques.

With a program as broad and diverse as LDI's there are many possible ways to categorize the communications needs and issues in Madagascar and many approaches that could be taken in implementing a strategy. The communications team recognizes that the approach presented above is not the only way of looking at the situation. However, we feel that it is a pragmatic approach. We believe that it is a strategy that recognizes the importance of both individual and community action in conservation and development. This is a balanced strategy that provides for both education and action. And finally, consistent with the landscape ecology approach to conservation and develop, this strategy operates at both the system and resource levels.

After developing the above-mentioned strategy, we compared it to some of the communications work done under EPII. We feel that, while much of the work is quite useful, it is not likely to result in the desired behavior change in groups. The elements of the LDI communications strategy, particularly those that address social norming and group motivation for behavior change are very important. Communications programs which take a social marketing approach, such as are frequently used the health sector, don't work as well for changing behavior in the environmental sector. Ways to effect changes in social norms and group behavior need to be included in the EPII communications strategy.

B. Steps in LDI's Communication Program

This report identifies the target audiences that LDI needs to reach and presents a range of communication activities that could be used to reach those audiences. The communications consulting team reviewed the communications channels available to reach the target audiences and have recommended activities that utilize many different media channels. We have also prioritized communication activities indicating which activities have the best potential to reach target audiences.

The LDI team needs to select specific messages and identify the communities where they will work, as well as the implementing partners for activities. Once this task is completed, the LDI team should begin the next phase of the communications process and work with communications specialists to design specific messages and select the best channels to communicate them to target audiences. The communications specialists should also recommend methods for assessing the impact of the communications activities.

Chapter III. Implementing Communications Activities

A. Principal Communications Efforts

Table 1 contains a list of the communications activities discussed in this report. In the table, each activity is described in a few words. Next to that brief description is an identifying letter which links the table to the descriptive narrative in the text of the report. The audience for each communication activity is indicated in the table. The audience classification does not imply that these are the only possible audiences for a particular message or activity, but it gives an indication of the most likely audience for the communication activity.

The I/C column in the table indicates whether the activity is directed to individuals (I) or the community (C). The Aw/Ac column indicates if the activity is primarily oriented towards awareness building and education (Aw), or if it is primarily an action-oriented message (Ac). The R/S column is used to indicate if the communications activity is designed to impact at a system or regional level (S), or if it is at a local or resource level (R). The last column of table 1 contains a brief description of the communication media to be used for each activity.

Table 2 classifies the communications activities presented in this report and summarized in Table 1 into high and low cost/difficulty and high and low priority/impact groupings. By cost/difficulty, we mean the relative amount of time, money or project resources that would have to be devoted to conducting the activity. The priority/difficulty classification refers to the importance of the activity with respect to project goals, or the potential impact on audience behavior and awareness. It is important to note that these classifications are somewhat subjective and that the experience of working on these communications activities, or the result of the recommended workshops and survey may result in substantial changes to the classifications. Nonetheless, the table is presented here to help orient the reader to the need to making trade-offs in activities. If resources are limited, and they almost always are, then activities with higher impacts or lower costs should be given higher priority.

Table 1. Communications Activities and Audiences

Communications Activity		Audi- ence	I/C	Aw Ac	S/R	Media
a	Policy dialogue	IN, PS, IP	I/C	Aw	S	Discussions and seminars
B	Cross-ministerial collaboration	IN	I/C	Aw	S/R	Discussions and working sessions
C	Farmer counselors	RU	I/C	Aw/Ac	R	One-on-one extension and small group meetings
D	Dialogues on conservation and development issues	PS, IN, IP	I/C	Aw	S/R	Discussions and seminars
E	LDI slogan	RU, IN, PS, IP	I	Aw	S	Used on publications, presentation materials and other handouts
F	LDI graphic	RU, IN, PS, IP	I	Aw	S	Used on publications, presentation materials and other handouts
G	LDI brochure	RU, IN, PS, IP, GP, SA	I	Aw	S/R	Handed out at wide range of media events and in response to inquiries
H	Promotion at events	RU, GP	I	Aw	S/R	Short description of LDI at event
I	Magazine promotion conservation and development	IP, RU, PS, IN	I	Aw	S/R	Magazine and newsletter advertisements and articles discussing issues in conservation and development
J	Technical message workshop	IN, IP	I/C	Ac	R	Workshop and discussions
K	Adult education training	IP	I	Ac	R	Training workshop

L	Radio workshop	IP	I/C	Aw/Ac	S/R	Training workshop
M	Cassette chain	RU	I/C	Aw/Ac	R	Community listening, discussion and feedback recording sessions
N	Weekly radio broadcasts	RU	I/C	Aw/Ac	R	Agricultural extension shows
O	Community theater	RU	C	Aw/Ac	R	Development and conservation issues and conflicts
P	Environmental ethics seminar	IN, PS, SA	C	Aw	S	Seminar
Q	Community fairs	RU	C/I	Aw/Ac	R	Displays, demonstrations and presentations at fairs and festivals
R	Door-to-door campaigns	RU	I	Aw	R	Inter-personal informational visits
S	Conservation <i>dinas</i>	RU	C	Ac	R	Conservation and environmental protection agreements
T	Expert speakers	IN, PS, IP	I	Aw	S	Lectures and seminars
U	Site visits	IN, PS, IP	I	Aw	R	Visits to demonstration and on-farm sites
V	Radio environmental talk shows	IN, PS, RU	I/C	Aw	S/R	Radio discussions of issues in conservation and development
W	Environmental education packages	SY	I	Aw	R	Reading materials and lessons
X	Environmental education materials	SY	I	Aw	R	School texts and workbooks

Y	Business sponsorship of environment	RU, GP, SY	I	Aw/Ac	R/S	Events and articles in publications
Z	Environmental messages and logos on product packaging	RU, GP, SY	I	Aw/Ac	R/S	Messages on product labels and packages
AA	Advertise environmental events	RU, GP, SY,	I	Aw	R/S	Promote events in newspaper and on radio
BB	Portable displays	RU, GP, SY	I	Aw/Ac	R/S	Displays and booths
CC	Conservation and development display at interpretive centers	GP, SY	I	Aw	S	Display
DD	Traveling display	GP, SY, IN, PS	I/C	Aw/Ac	R/S	Display
EE	Community Environmental libraries	RU, SY	I/C	Aw/Ac	R	Books and supporting materials
FF	Newsletter or bulletin	IN, PS, IP	I	Aw/Ac	R/S	Articles explaining improved practices and new technologies
GG	Communications Research	RU, IN, PS	I/C	N/a	R/S	KAP Survey
<p>Audiences: RU = Resource Users, IN = Institutions, PS = Private Sector, IP = Implementing Partners, GP = General Public SY = School Children and Youth SA = Special Audiences (Donors, visiting officials, etc.)</p> <p>I/C: I = Individuals benefit, C = Communities benefit</p> <p>Aw/Ac: Aw = Awareness and education orientation, Ac = Action orientation</p> <p>S/R: S = System level of operation or impact , R = Resource level of operation or impact</p>						

Table 2. Impacts and Priorities for Communications Activities¹

	Low Cost or Difficulty	High Cost or Difficulty
High Priority or Impact	A, D, G, H, AA	I, J, K, L, M, N, O, Q, S, BB, DD, GG
Low Priority or Impact	B, E, F, P, T, W, X, Y, Z, CC, EE, FF	C, R, U, V
¹ Letters refer to activities described in text and summarized in table 1 Activities J, K and L need to be undertaken before other follow on communications activities can take place.		

1. Building Understanding of What LDI Is

To help prospective implementing partners and collaborating institutions become more familiar with LDI goals and activities, the project can make use of a number of simple communications techniques to increase program recognition among target audiences. We recommend adopting three tools to increase LDI's recognition: 1) a **slogan** designed for use as a standard phrase in oral, written, audio and video presentations; 2) a **logo** for use on publications, overheads, posters, videos and other visual materials; and 3) a **brochure** that introduces and provides basic information about the LDI program, as well as program contact information.



LDI Slogan (E): During our consultancy, the communications team discussed several possibilities for LDI slogans that could assist in



increasing program recognition among stakeholders. Several of the slogans, and their Malagasy translations, are presented in Appendix A. The slogan deemed to have the best fit for LDI was “**Lonaka Dia lainako,**” which means “Live in a **Prosperous Environment**” (Vivre **dans un Environnement Prospère** in French). With just a few words this slogan sums up LDI’s goal for farmers and resource users. Additionally, the slogan contains the acronym LDI in Malagasy.

Because it is important to make sure that the slogan does not convey negative images to those who hear it, we recommend that LDI staff try out this slogan with Malagasy-speaking colleagues as well as testing the phrase with people living in rural areas to see what the slogan communicates to them.



LDI Graphic (F): Developed by LDI staff, the program logo (right) is frequently used on report covers and overhead transparencies used in presentations. It is an attractive logo that incorporates visual elements representing both agriculture and the environment. In addition to continued use on program covers and transparencies, we recommend its use be expanded to program letterhead, brochures, posters and other program materials.



LDI Brochure (G): The LDI Initial Work Plan (October 1998 - April 1998) contains a provisional LDI brochure (Annex 4). This brochure provides an explanation of the program and contact information for those interested in participating. The following recommendations are aimed at improving the content and format of the brochure. First, the LDI logo should be placed on the front of the brochure. Second, an introductory paragraph that presents the basic concepts underlying LDI and conservation and development. Third, the brochure should include a few color photos of program activities and scenes in SZIs. Finally, some of the bulleted points should be re-written in narrative form rather than as bullets. Obviously, the additional content and photos will require more space that can be acquired by using a four-fold brochure lay-out on legal size paper and a smaller font.



It is assumed that LDI will produce the brochure, as well as other printed materials, in both Malagasy and French. It is particularly important that material targeted at resource users be available in Malagasy.

“Chain” as Program Metaphor: The LDI program’s Initial Work Plan (October 1998 - April 1998) describes a chain of events from production to marketing (p. 41, bottom and

p. 42). Interestingly, the chain metaphor, including terms such as *strong*, *weak* and *broken links*, serves as a trope for the characterization of LDI interventions, capacities and/or relationships . As LDI works to deliver effective programming while exercising efficient leveraging of its funding, the “chain” metaphor also provides LDI staff with a tool it can use to explain to collaborators and communities why staff determines to work on certain activities (links) and not others.

The chain metaphor also proves an apt mechanism through which the past behaviors such as deforestation, can be shown to have “links” to detrimental effects, (i.e. diminished flow of streams needed for rice production and floods,) on the natural resource base. Further, the chain metaphor offers LDI staff a communications trope that helps people to:



- Visualize and understand the development/conservation connection (link)
- Explain the scope and range of the program by characterizing individual activities as ‘links’ in a chain of interventions conducted in partnership with many other organizations
- Describe the approach used in selecting technologies, locations (SZIs) and the groups with which it will work.

LDI Promotion at Public Events (H): LDI Regional Directors indicate they receive more inquiries about how to collaborate with the LDI program than they can presently respond to or, in fact, have funds to accommodate. As LDI builds capacity and increases its ability to respond to more inquiries, it will also need to promote itself to a wider audience. To assist in the accomplishment of this promotional objective LDI can sponsor public events and provide prizes for local contests. Such sponsorship will provide opportunities for LDI to explain and promote its program. LDI could, in fact, initiate local contests, student essays, science fairs, etc, in which environmental/conservation topics are the focal point. Further, LDI sponsorship of special events can be an effective vehicle for reaching selected audiences when the events it sponsors are selected with an eye for those that are more likely to be attended by the particular groups it wants to reach.



Conservation and Development Promotion Through Magazines (I):

LDI can also promote itself, as well as explain development and conservation concepts, through advertising and articles placed in specialized magazines that target business people, conservation workers



and public servants. A short survey administered to a small number of people in LDI's target audiences can provide a picture of which magazines, newspapers and newsletters will reach LDI's intended audiences.

2. Disseminating Technical Information

LDI can introduce resource users in the SZI to many new technologies and improved practices that offer production enhancements while meeting conservation and sustainability goals. (Examples include: beekeeping, forest fire control, SRI, fish culture, agroforestry, BRF, vetiver grass planting, composting, etc.). The identification and communication of specific technical recommendations, however, is dependent upon the selection of the sites where program activities will take place. We recommend that the incorporate LDI team incorporate some form of Participatory Rural Appraisal (PRA) techniques as it carries out its sites and technologies identification process over the coming months. This appraisal approach is particularly critical to the identification of technologies and practices suited to the region and which farmers are most interested in adopting.



Once the SZIs and target communities are selected, and it is determined what technical messages LDI will promote, we recommend that LDI hold a 'message development' workshop. This workshop brings together LDI implementing partners, NGOs and any other organizations with experience working with these technologies. The purpose of this workshop is standardization of messages (see discussion of message below), and to select the best communications techniques with which to deliver each message.



Adult Education Skills (K): As the site and technology identification processes are carried out, there are some important communications activities which should be initiated. The front line staff of LDI's implementing partners should be trained in extension presentation skills and the use of interactive, adult education techniques, including: cloth flip pages, flannel boards, site visits and demonstrations, etc. These techniques are most appropriate for delivering technical messages to adult audiences, and it is important that front line staff in contact with farmers and resource users be skilled in these techniques.



There are several organizations in Madagascar that have experience using appropriate adult education techniques. MICET and CIFAD, working with communities around

Ranomafana National Park, have used a number of interactive adult education techniques and may be able to train the staff of LDI's implementing partners in how to carry out farmer visits and demonstrations using appropriate presentation and adult education techniques. Also, Mark Fenn, working with WWF staff in the area around Fort Dauphin, has developed considerable experience in introducing agricultural technologies and improved practices to farmers and rural communities. Fenn and his staff have conducted a number of training courses in presentation skills and adult education. The facility at the Centre Ecologique de Libanona is also set up to provide this kind of training.

There are many privately-owned community-based radio stations in Madagascar. The Communications team visited Radio Quartz, the station in Moramanga, and talked to its owner who is interested in having more environmental programming, as well as increasing the amount of revenue-generating advertising spots. Unfortunately, the station's broadcasts reach about a 20 km radius from the transmitter and, therefore, probably will not reach the SZI for the Moramanga Region. The team met with an individual knowledgeable in radio transmitters who indicated that it is not too expensive to lengthen the antenna, boost the radio transmitter and get increased reach. To reach all of the SZIs for the Moramanga Region, it may be necessary to boost station transmitters in both Moramanga and Lac Alaotra.

Radio has considerable potential as an effective way to reach audiences in SZI rural areas. Once the priority zones are identified, LDI should work on boosting the signal of the community-based radio stations and on building a broadcast campaign featuring conservation and development messages, technical themes and talks shows on environmental topics.



WWF's team in Fort Dauphin has used radio to disseminate a wide variety of messages. Their broadcasts have included general messages about environmental protection, as well as specific technical messages (e.g. methods for deworming calves.) The WWF team has found that involving communities in the preparation of the messages, as well as in making the recordings for the broadcasts, has been very successful. Communities are enthusiastic about the broadcast of technical messages recorded by their friends and neighbors and WWF has received very positive feedback

The rural communities should be involved in identifying the technical themes used in messages, recordings for the broadcasts, and in providing feedback. This will give communities input into LDI activities and develop



their sense of ownership while greatly increasing listeners and adoption of recommended behaviors.

Radio Training (L): Staff from LDI and its implementing partners should receive training in developing and delivering radio messages to rural communities. WWF's Centre Ecologique de Libanona is set up to provide this kind of training and has good facilities as well as staff experienced in these techniques.



Cassette Chain (M): There are many communities in the SZIs which radio stations do not reach and where it would not be feasible or cost effective to boost the signal. In such cases, LDI should record the shows broadcast on other stations onto cassettes and distribute them to remote and isolated areas. Radio Mampita in Fianarantsoa has distributed their programs to remote villages via cassette, and even makes an effort to incorporate tape recordings of community feedback and responses in their broadcasts. The recording sessions should take place on a rotational basis so that all of the listener communities are included.



The WWF team imported a number of crank operated (wind-up) radios, distributed them to communities where they were placed with selected individuals and are now made available for everyone in the community to listen to. Because these radios are crank-operated, they have the added advantage of not requiring batteries, thus lowering the costs of operation for the community. There are a few drawbacks to the use of the crank-operated radios, mainly in delays caused by the need to import these radios from South Africa or the U.S. as well as a few problems with cranks breaking. Nonetheless, these radios have helped to put communities in touch with the outside world and have extended the delivery range of environmental and technical messages. We recommended LDI make use of crank-operated radios to disseminate conservation and development and technical messages to communities.



Weekly Radio Broadcasts (N): Broadcasts from the Ministry of Agriculture on technical topics is a good way to spread the word on new technologies. Using cassette players, it is easy to record the questions in the field, using real farmer's voices (See the discussion of Radio Mampita's work that follows.). LDI should help support this kind of effort and extend the Ministry of Agriculture's capacity to reach out to the SZIs.



There are numerous local and national radio stations in Madagascar which broadcast programs and air spots dedicated to environmental education. The programs put on by PACOM Radio in Fianarantsoa, Radio Madagascar in Antananarivo, community-based Radio Quartz in Moramanga, and Radio Khaliz in Mahajanga reach a wide audience, and these stations generally interested in expanding their environmental programming.

Radio Spots: LDI should prepare some messages and spots on conservation and development for airing during their talk shows, and as advertisements for events, festivals and other fora where environmental education and conservation and development messages will be presented.



Community Theater (O): Staff of CIFAD at the Ranomafana Park have found that theater is very popular among people in the rural communities adjacent to the park. This realization lead to their staff's development and testing of a script which describes the conflict between communities over resource access and use issues. The play, which uses realistic characters in credible situations, is useful as a teaching tool for communicating environmental messages. Similar stories and scripts developed for staged performance could also be used for radio theater. The advantages of radio theater are its ability to reach larger audiences and its minimal number of logistical problems. Staged performances, however, have the advantage of being able to go into areas that are without radio reception as well as being more participatory -- (members of the community and audience can be included in the production).

Theater can help communities absorb and direct changes in their lives and environment through improved group communication and creative self- and group expression. We recommend that LDI staff receive training in the effective use of participatory theater methods and develop ways to help their implementing partners adopt such techniques.



Spirituality and Environmental Ethics (P): There is increasing interest in the role religion and spirituality play in development and the environment. There have been several conferences on this topic and there are publications (Bahá'í international Community, 1998) and web site articles (see Appendix D) that cover this topic. The Lutheran and Catholic Churches have strong religious communities in many rural areas of Madagascar, and Mark Freudenberger asked us to assess the role these and other religious groups might play in fostering an environmental ethic. LDI should support a seminar through which leaders and thinkers of various faiths, including Christianity, traditional Malagasy religions, Islam and others are brought together to discuss spirituality and



development, environmental ethics and the role religion does and can play in fostering positive environmental behaviors.

Community-based Advisors (Q): Front line LDI partners who will work directly with farmers and resource users, will not be able to reach all of the villages, nor will they be able to make presentations frequently enough to meet farmers needs. Consistent with the concepts of a client-orientated service delivery and the building relationships of trust, there need to be points of contact where resource users can readily access additional information about improved practices and any new technologies being promoted. LDI partners need to have at least one, preferably two, people in each community who can repeat the technical messages, provide additional information and establish a permanent presence in the village. The adult education techniques described in this report are excellent tools, but will require, nonetheless, reiteration, review and reinforcement after the presenters depart. Community-based Advisors can be important information resources for farmers and resource users to turn to for advice.



Another way to provide information to farmers, herders and resource users is to institute a *farmers day* or *fair* in regional market towns or villages. The days or fair should be widely advertised to remote villages and areas to insure they are well attended. LDI staff and partners could carry out a set of activities at the fairs that would provide support to their clients -- the resource users. Farmer's Day/Fair activities may include: putting on technology demonstrations, private sector booths, displays and exhibits, plays and skits, nurseries, booths to sell inputs - fertilizers, seeds, trees etc. The fairs also provide opportunities for recognition of accomplishments such as a community member's adoption of improved practices, tree planting awards presented to school children, and acknowledgment of youth brigade activities, etc.

Environmental education is an important element of the LDI program for two reasons. First, there is the need to help target audiences find ways to connect environmental awareness to positive actions that can be taken to halt and even reverse environmental degradation in their communities. Second, there is a need to help resource users, including in-school and out-of-school youth, to better understand the biophysical relationships and ecological processes occurring within their environments, particularly with respect to how their actions change trends in environmental degradation and impact their surroundings and the resources on which they depend for their livelihoods. Additional information on environmental education is presented in Appendix B.

Several institutions and/or NGOs in Madagascar, including WWF, MIRAY ANGAP, MICET, the Ministry of Health and the Ministry of Education conduct on-going environmental education and awareness programs in both formal and informal settings. Because these programs are generally quite good, we recommend that LDI collaborate with these and the many other organizations that offer such programs, to extend and replicate the related elements of their work to LDI program sites in the SZIs.

Some institutions and/or NGOs in Madagascar such as WWF, MIRAY ANGAP, MICET, the Ministry of Health (Service d' Information, Education et Communication), the Ministry of Agriculture (Ecole d' Application des Sciences et Techniques Agricoles - Iboaka, Fianarantsoa), the Ministry of Education (Institut des Sciences et Techniques de l' Environnement - ISTE and the Centre Culturel et Educatif à l' Environnement, Fianarantsoa) and other organizations have ongoing environmental education and awareness programs in both formal and informal settings. Generally, these programs are quite good, and we recommend that LDI collaborate with these organizations to extend and replicate in the SZIs the elements of their work relevant to LDI's program.



Door-to-Door Campaigns (R): CIFAD, MICET and Peace Corps (working out of Fianarantsoa) utilize door-to-door campaigns to recruit and educate their clients about the environment and the conservation of natural resources around the Ranomafana Park. The Ministry of Health also uses the same methods in its preventive campaigns against various diseases such as typhus, diarrhea and various other epidemics. LDI should consider this kind of approach for introducing the program when entering new communities in the SZIs. This approach would be particularly effective in remote areas and where radio cannot reach.



Community commitment and traditional contracts called “*dinas*” have been used with considerable success in development programs in Madagascar. FIFABE, a rice producing company in Marovoay/Mahajanga, is well-known in the Marovoay region for their of the partnerships which the company develops with landowners. They involve landowners in planning, decision making and agricultural marketing activities and the results are very promising. ANGAP in Moramanga and Ranomafana uses contracts with landowners in areas adjacent to the parks and protected areas for small animal husbandry, and this effort has been successful in reducing community pressure on protected areas. The CAP program has used contracts and commitments from communities to establish very successful road users' associations. And finally, WWF,

working with communities near Fort Dauphin, has had success in the use of traditional contracts, or *dinas*, to protect selected forest areas from burning.

Conservation *Dinas* (S): LDI should develop modes of educating its implementing partners and rural communities on *dinas* and their potential for environmental conservation and protection. Bernard Koto, who has worked with WWF's Projet Parc Zombitsé-Vohibasia (SAKARA) near Tulear, is a specialist in *dinas* and understands how communities can use them to protect their environment from degradation. LDI should work with Dr. Koto to develop messages on using *dinas* for conservation and development include these messages in their action campaigns. LDI staff and implementing partners should receive an orientation from Dr. Koto on using *dinas* for conservation



Local Business Education Campaigns: We recommend that LDI support a campaign to educate local business leaders and business organizations on conservation and development issues. One important feature of CAP was that it opened the way for involving the private sector in development activities and helped improve and expand relations between the private and public sectors. LDI should continue this process as a way to introduce the program and the concepts of conservation and development, as well as a way to foster relationships between the public and private sectors. In this regard, there are several events that LDI could support, and these are described below.

Conferences and seminars (T) featuring experts in development, conservation and business. With these events there should be a special effort to invite both local and international experts as speakers. The format of these events should be one that encourages audience participation and feedback.



Site visits and study tours (U) of SZIs and other areas so that business leaders and decision-makers from government agencies can see first hand the kinds of conservation and development field activities that are taking place. Getting people from the private and public sectors together in the field and fostering shared experiences will help to create the kind of cross-fertilization and exchange of ideas that are so important to encouraging the sorts of paradigm shifts needed to effect change.



Radio Talk Shows (V): LDI should take advantage of the many local and international experts who can speak knowledgeably about conservation



and development topics and invite them to make presentations for both radio talk shows and conferences and seminars. The radio shows should be developed as a series and aired throughout the country.

AGERAS and LDI in Fianarantsoa have supported some round table discussions which have included the private sector along with public sector representatives. These kinds of seminars have great potential for broadening the understanding of and generating interest in conservation and development. A recent round table, which included members of the Chambre de Jeunes Economistes of Fianarantsoa, resulted in a very interesting discussion on the linkage between the increase in cutting for *tavy* and the decrease in the world price of coffee. The discussions around this and other topics was so interesting that the American Ambassador asked for a tape of the proceedings.

WWF with its traditional partners (PACT and CI) have an ambitious program of environmental education in Madagascar geared to school children, out of school youth, parents and the communities at large. In addition, WWF develops environmental education text materials posters and images, has initiated environmental education clubs in different regions “Centres Culturelles et Educatifs à l' Environnement - CCEE”. They use these materials as displays at public events, festivals, traditional parties or other celebrations, especially at harvest time. WWF also produces an environmental education magazine “Vintyz”. Through their displays and magazines, WWF supports adult education and promotes alternative technologies such as composting, improved stoves, recycling etc.

WWF, in partnership with the Ministry of Education, has funded an outstanding Centre Culturel et Educatif à l' Environnement “CCEE” in Fianarantsoa where several environmental education activities take place. Their work includes sites visits, tree planting, film viewing, and environmental classes for a wide range of audiences, with a particular emphasis on youth. Their work also includes dissemination of a bulletin “AKO”. Some local businesses support these activities, and they are encourage to participate in many of the initiatives and activities.

ANGAP in Andasibe and Ranomafana Parks, and elsewhere, use the parks and their interpretive centers for their environmental education work with adults, school children and out of school youth.

Environmental Education Package (W): LDI should contract with the CCEE in Fianarantsoa to develop a “portable” environmental education package tailored for adults, out-of-school youth and school children in the



SZIs. Appropriate adult education techniques should be used for adults, hands-on activities should be included for the out-of-school youth and hands-on and formal education approaches should be used for the school children. These packages should be given to school libraries, and youth organizations.

Environmental Education Materials (X): WWF has developed a wide range of environmental education materials and has materials which would fit in the formal curriculum. LDI should see how WWF's staff, particularly CCEE and Mark Fenn have used these materials in schools. They should fund the reproduction, teacher training and distribution of these materials to schools in the SZIs.



Business Sponsorship of the Environment (Y): One of LDI's goals is to get private sector businesses more involved in development and conservation in the SZIs. One way to do this is to get businesses involved in promoting conservation and environmental protection, and there are a number of ways they can do this. If businesses which operate in SZI communities would sponsor and support activities such as: environmental magazine and newsletter costs, tree-planting days at schools, prizes for environmental essays, awards for conservation activities, they would both promote conservation and gain recognition for "giving back" to the communities where they do business.



Product Packaging (Z): Businesses which market consumer products could include the LDI logo and slogan and environmental messages as a part of their product packaging. Although this type of "environmental marketing" is somewhat limited to those who purchase processed goods (mostly people living in larger towns), it helps to create environmental awareness amongst consumers and fosters business support for environmental education and communication.



ANGAP, WWF, CCEE, CIFAD, the Peace Corps, MICET and many NGOs use various kinds of environmental education displays, films, and posters to reach out to schools and communities around protected areas and other selected areas. In addition, ANGAP has interpretation centers open to the public and schools where displays are exhibited and presentations on preservation of parks and other natural areas takes place.

Advertise Events on Radio (AA): LDI should make it a point to assist various organization to advertise environmental events - tree plantings at



schools, community clean-up campaigns, community fairs, etc. This helps to increase attendance at the event and helps to increase the general level of environmental awareness to an audience beyond only those who were able to attend the event.

Portable Displays (BB): LDI should support the development of portable displays on conservation and development, as well as related environmental education themes, which could be used at public events, festivals and similar gatherings in the SZI communities. The target audience for these displays will generally be farmers and resource users. Thus, the displays should have an action orientation.



Conservation and Development Displays (CC): LDI should discuss with ANGAP the possibility of having permanent conservation and development displays at the interpretive centers of the Andasibe and Ranomafana Parks (And possibly other parks).



Rotating Displays (DD): LDI should develop displays on conservation and development that could be rotated to schools, libraries, universities and training centers, market places and business locations. WWF's Centre Culturel et Educatif à l'Environnement in Fianarantsoa has the capacity to produce such displays, as well as being a site for their exhibition. These displays should focus on educating and informing the viewer.



Community Environmental Libraries (EE): Peace Corps Volunteers working in the communities adjacent to the Ranomafana Park have had some success at setting up community environmental libraries. The communities have set aside space for the library and have made good use of the materials put in the libraries. Although there are no statistics available, it seems that the environmental libraries are fairly popular with young people in communities and have been fairly well attended. LDI should partner with the Peace Corps to establish environmental libraries in selected communities in the SZIs.



Technical Information in Newsletters (FF): The communications team reviewed the bulletin (newsletter) produced by the Comité Jean Pain de Madagascar (CJPM). CJPM produces a very good bulletin, and it is especially useful because it is used to disseminate information on improved practices and new technologies. LDI should provide support to them and use the bulletin as one of the conduits for disseminating their technical messages.



Chapter IV. Additional Communications Components

A. LDI's Themes and Guiding Principles

Discussions with LDI Regional Directors, staff and collaborating partners reveal a number of themes and value that form guiding principles which influence how the program will interact with resource users and partners. While a few of these ideas are presented in the preceding text, they are presented again in this section so as to have the guiding principles together in one section. These themes and guiding principles should be reviewed during the message development workshop to make sure that these themes are expressed within the messages and that the guiding principles are part of those messages.

Conservation and Development: Discussions with the LDI staff, as well as the communication team's observations, have revealed several themes and ideas which guide or influence the program and its activities. One of those ideas is conservation and development. Based on years of experience in conservation, and drawing from the landscape ecology model, LDI staff believe that conservation and development go hand in hand. This idea is important, and it is one that should be communicated to all of the various target audiences.

Intensification of Land Use: One of the main ideas underlying LDI work is the need to for resource users to use land more intensively. This intensification involves a shift away from extensive land use systems, such as unimproved grazing land and slash and burn agriculture (*tavy*), to increased management of and investments in forest, crop and grazing land management. Yields per unit area need to increase in order to provide for household needs, and this will require more labor or inputs.

Resource User as Client: As noted previously, the ultimate goal LDI is to make systemic changes that will result in farmers, herders and other resource users changing to more intensive practices. In a very real sense then, resource users are primary clients for LDI services, whether they receive them directly from LDI or one of its implementing partners, or indirectly through other links in the system chain.

Service Delivery: An important feature of a client-centered approach is service delivery. The implementing organizations, most especially those in direct contact with farmers and resource users, need to develop a service mentality. Important elements

of service delivery include ease of access and the provision of valuable and applicable information.

Trust: Many client-oriented organizations seek to build trust and use their contacts with the client, their slogans, logos and messages to build on that trust. Given its approaches to service delivery, dependability and provider of valuable information for the client, whether directly or through partner organizations will be in a good position to build trust.

Two-way Communication: Consistent with its client-oriented approach, LDI and its partners, should foster two-way or participatory communication. In the past, many organizations attempts to reach the Malagasy resource user and farmer used one-way communication techniques, framed as negative messages -- “don’t burn....don’t cut”, etc. LDI should encourage the use of participatory communications techniques that assist in establishing feedback loops and two-way communication channels with audiences. Further, dialoguing and open-ended conference techniques should be used with the policy and private sector groups, such as Future Search, VIPP, etc., to foster two-way communication.

Selection of Priority Zones: AGERAS has developed a set of priorities for locating programs in selected areas in two of the three LDI Strategic Zones of interventions (Moramanga and Fianarantsoa). LDI should use this framework to help explain to implementing and collaborating partners why some areas get priority over others or why some production chains are chosen over others. The potential for leveraging and the costs of working in one areas versus another and on one type of intervention versus another also come into play. The LDI team will need to clarify their decision criteria early on and communicate them to the other actors on the conservation development stage.

Communications Action Plan for Collaborating Partners: Proposals and action plans submitted to LDI by potential implementing organizations should contain a communications plan. These communications plans, which need not be elaborate or difficult to produce, simply identify how potential partners intend to communicate with rural communities in the process of carrying out their work. Also, there should be a plan for disseminating lessons learned and results to other organizations working in rural development and conservation under EP2.

Resource User Focus: Although the program may work with many players on the regional stage, the ultimate focus of the program is on the farmers and resource users

who have a direct impact on the environment. The only way that the farmers, herders and other resource users can provide for the needs of a growing population without extending the forest-destroying tavy production system and extensive burning of grasslands is to adopt a more intensive approach to managing their lands.

Ownership: One of the themes of the LDI communications process is to help stakeholders, particularly resource users, develop a sense of ownership of the conservation and the development programs. It is, therefore, necessary to translate into words accessible to everyone in the target group the

complex notion of linkages between agricultural intensification and ecosystem protection. It is especially important that resource users express these concepts in their own language and adopt conservation as part of their value and belief system. In fact, when stakeholders begin expressing conservation and development themes their own words and through their own ways of expression (Poems, stories, etc.), it is an indicator that the concepts are becoming an integral part of their beliefs.

When the CAP project transfers roads over to the Associations they hold a small ceremony. At one such ceremony, the people in the village wrote a poem that expressed their feelings about the road. Their poem told how the road was their responsibility and that they had a sacred duty to care for it.

System of Behavior and Practices: One of LDI's messages to farmers is that there is a set of behaviors or practices - a farming system - that they can adopt which will help them feed their families and protect the environment.

Standardize Messages: LDI needs to standardize its messages so that all NGOs and farmer-counselors can repeat the messages in the same way. With assistance from the USAID-funded BASICS Program, Madagascar's Ministry of Health brought together many of the NGOs working in the health sector and formed a task force for creating standard messages for their recommended practices. This successful exercise, or a similar one, should be carried out by LDI to insure that their clients receive the same high quality, consistent message from all implementing NGOs and partners. (See discussion of message development workshop mentioned above.)

Specific Messages: To be effective tools for change, messages need to be action-oriented and specific to the particular behavior that you want to people to alter. This is particularly true for adults -- most especially where literacy rates are low and time and resources are scarce.

B. Communications Research and Evaluation

1. Baseline Research

Communications Research (GG): LDI needs to carry out communications research in order to gain in-depth knowledge of audience needs in order to guide message design and campaign planning. This type of research, usually called a knowledge, attitudes and practices survey (KAP), would have questions in both structural and open-ended formats and focus groups. The surveys should be conducted in communities in the SZIs in each region. The research results will help to identify gaps in people's knowledge which will guide the message design and the development process. Also, the research will provide a baseline assessment of the current state of knowledge against which to gauge the impact of the project in fostering changed behavior.



2. Research to Identify Actions and Develop Feedback Loops

Field research is needed to shed light on a wide range of issues affecting resource users and communities in the priorities zones. Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA), Focus Groups and Surveys are techniques that are well suited for getting input and gathering information from rural communities. LDI, working with its partners, should use these techniques to identify community needs and provide feedback to policy and decision makers.

Communication research can be very simple. Observation of the new technologies and improved practices that farmer's chose to adopt. Learning about where farmers learn about the techniques and collect information? Why do farmers choose one practice over another and what benefits do they see as themselves accruing? What are farmers costs? Who are these farmers - women, older farmers, younger farmers, well off farmers, poor farmers, etc? Using simple research questionnaires and tools can shed a lot of light on why farmers adopt certain changes and what it is that facilitates that change.

Some of the research topics that could be explored include:

- ◆ Implications of GELOSE for communities resource use rights;
- ◆ Community-based resource management (ESFUM)
- ◆ Using traditional contracts (Dinas) for development and resource management
- ◆ Resolving resource use and access conflicts.

Providing regulatory agencies and policy makers with feedback from resource users that has been gathered through research studies is an important role that LDI could play. It will be especially important to help these groups interpret the feedback and translate it into actions that will support resource users.

LDI staff in at least two regions, Fianarantsoa, are ready to begin information gathering and interactive communication directly with rural communities (PRA techniques). In addition, collaborating and implementing partners, especially around Ranomafana, are experienced in using interactive communication techniques, most notably theater.

3. Measuring Communications Effectiveness

There are many ways to measure the results of communications campaigns to discern their impact and effectiveness including formal and informal techniques. The amount of time and effort that should be devoted to measuring impact is greatly dependent on the kind of program LDI embarks upon and what kind of information is needed. Examples of some ways to assess and measure impact include:

- ◆ Formal field surveys - Knowledge, Attitudes and Practices Surveys (KAP) can be used to determine people's understanding of conservation and development issues, as well as to refine and improve communications messages.
- ◆ Radio listener surveys are short questionnaires design to elicit information on when people listen to the radio and the stations and programs that they most often listen to.
- ◆ Focus group sessions, conducted with small samples of audiences and stakeholders, can be utilized to get in-depth information about specific topics. Through the use of participatory techniques such sessions can be highly

interactive and participatory providing attendees and organizers with an opportunity to exchange information.

- ◆ Offering prizes for the “best answers” to environmental quizzes and similar kinds of contests can be used to gauge the level of knowledge and number of listeners to radio programs.

Evaluating communications programs does not have to be complicated, and these are just a few examples of the ways of measuring the effectiveness of LDI's communications activities. Once the SZIs are selected and the LDI team and partners put together their technical messages (message development workshop), they will be ready to address the issue of evaluating communications activities. In the message development workshop, the media for delivering the messages, and the methods for assessing the effectiveness of messages will be determined. In addition, LDI should be sure that subcontracts which have communications activities include mechanisms for assessing those activities.

Chapter V. Summary

Because LDI works at three different levels: national, regional and local, with different types of collaborators and audiences, it will need to take on many different communications activities. Although there are a wide array of activities to be taken on the task is not as daunting as it would seem at first glance. This section summarizes the status of ongoing activities and recommends a sequence of actions for other activities. High priority and impact activities are highlighted for action.

Several of the necessary communications activities are already underway or nearly completed. LDI has begun to use graphic (F) and has a draft brochure (G). This report recommends improvements for the brochure and presents an LDI slogan (E), in Malagasy, that needs to be tested with audiences.

LDI needs to conduct communications research (HH) in the form of a Knowledge, Attitudes and Practices survey. The research results will help to identify knowledge gaps on conservation and development issues as well as will provide a baseline against which to measure program impact.

Some of the work on policy dialogue and expert speakers in conservation and development issues dialogue (A, D, T) is already underway. The Regional Directors need to work with their staff and collaborating partners to come up with a list of potential discussion topics, speakers and people and organize a series of dialogues.

LDI should hold a message development workshop (J). The purpose of the is workshop is to decide upon the content of the technical messages that will be delivered. This type of activity works best if an outside facilitator works with technical experts who have hands-on experience in working with farmers and resource users. We usually recommend that the workshop be 6 to 8 days in length and that participants come with all of the background material needed to completely explain improved practices and technologies. This type of workshop is designed to result in completed messages. It is important that this workshop take place soon so that LDI's radio shows, demonstrations and displays are not delayed.

The adult education (K) and radio training workshops (L). These are prerequisites for activities in those areas and participants should include field staff from LDI and its implementing partners working in front-line service to resource users. The training should be scheduled such that there is not too much delay between the end of the

course and start of activities. a short delay would assure that participants have the chance to reinforce their learning experiences by applying their skills in the field.

Table 3 presents an illustrative budget and timetable for the communications activities presented in this report. The budgets estimates are for the major activities only, and the figures should be taken as illustrative rather than definitive. These are the estimates for the main communications activities that will require additional funds not already budgeted. Global Vision's contract, for example, already has some funding for technical assistance activities to support communications.

The above-mentioned activities should be initiated soon, with highest priority being given to the KAP survey and the message development workshop. These two activities lay the groundwork for providing the research base and detail needed to complete the final steps of the communications planning process and for developing the specific communications messages that LDI and its implementing partners need to be presenting.

As the above-mentioned activities are put in place or made ready to come on line, the LDI staff should begin to direct their attention to the other communications activities mentioned in this report. The KAP and message development workshop will help to provide a review of the priorities presented in table 2. Based on that, a set of activities will be identified that will give good result considering both expected impact and cost.

Table 3. Illustrative Budget and Timetable of Recommended Communications Activities

Communications Activities	Budget Estimates	Timetable (Quarters)						
		1999		2000		2001		2002
		Q4	Q5/Q6	Q7/Q8	Q9/Q10	Q11/Q12	Q13/Q14	Q15/Q16
Adult/Interactive education training	Lodging and food: \$100 (\$20/person/day x 5 days): \$1,500 Trainers and training facility costs: \$200/training/person (Facility and trainer costs of about \$3,000 per training with 15 participants per training) Transportation \$100/person/training (Assumes some trainees live within the region or use less expensive ground transportation): \$1,500 Total for 30 trainees(two training workshops): \$12,000	XXXXXX	XX					
Participatory radio training	Lodging and food: \$100 (\$20/person/day x 5 days): \$1,500 Trainers and training facility costs: \$200/training/person (Facility and trainer costs of about \$2,500 per training with 15 participants per training) Transportation \$200/person/training (Assumes training is at Centre Ecologique in Fort Dauphin): \$3,000 Total for 15 trainees(one training workshops): \$7,000		XXXXXX					
Radio station upgrading	Rough estimate of \$4,000 per station for taller antenna and increased power output, and that this would be needed for about three stations: \$12,000	XXXXXX						

Communications Activities	Budget Estimates	Timetable (Quarters)						
		1999		2000		2001		2002
		Q4	Q5/Q6	Q7/Q8	Q9/Q10	Q11/Q12	Q13/Q14	Q15/Q16
Radio environmental talk shows, weekly radio broadcasts, radio advertisements	\$20,000 in first year, \$10,000 in second and third years: \$40,000 (rough estimate)	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	
Newspaper coverage of seminars and events	Hire freelance writer to prepare articles about the seminar for at least two newspapers \$200 per seminar/workshop. Travel, per diem and lodging for journalist to attend seminars \$300 per day. Activity will have about 2-3 regional seminars per year x 3 years: \$3,000	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX		
Community theater	Needs to be estimated more accurately after community-based theater consultancy. Rough estimate \$15,000		XXXXX	XXXXX				
Community radio skits	Should be handled with a subcontract to an NGO. Estimate of about \$10,000 for each region: \$30,000		XXXXX	XXXXX	XXXXX	XXXXX		
Communications surveys	It is very difficult to estimate these costs. But, a moderate-size survey covering several regions with focus groups and several hundred respondents may cost around \$25,000 to design, pre-test, administer, analyze, and summarize. This does not include any technical assistance from outside of Madagascar that might be needed.	XXXXX						XXX
Environmental education and environmental library materials	Rough estimate \$20,000		XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXX

Communications Activities	Budget Estimates	Timetable (Quarters)						
		1999		2000		2001		2002
		Q4	Q5/Q6	Q7/Q8	Q9/Q10	Q11/Q12	Q13/Q14	Q15/Q16
Technical message workshop	Rough estimate \$8,000		XXXXX					
Communications staff	Regional communications person \$4,000 per year for salary, plus \$2,000 per year for travel and materials. Three regions x 3 years: \$54,000.	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	
Newsletter, magazine and technical message	Rough estimate \$10,000		XXXXX	XXXXX	XXXXX			
Site Visits	Rough estimate \$5,000			XXXXX				
Display exhibits	Rough estimate \$10,000		XXX	XXXXX	XXXXX			
Short trainings and seminars, environmental ethics, <i>dinas</i> , etc.	Rough estimate \$12,000		XXXXX	XXXXX	XXXXX			

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